

Unit Plan Template

Click on any descriptive text, then type your own.

First and Last Name	W. Lewis, S. Franklin-Smith, B. Sparks, A. Stoler, C. Scolpini
School District	Pittsylvania County Schools
School Name	* Middle School
School City, State	Chatham, VA
Unit Title	
Community of a Continent	
Unit Summary	
In this project, students assume the role of regional geographers traveling a region of Africa. As a member of a fact-finding investigative team, they will collect and present data and pertinent information to support their proposal that geographical features affect living standards and quality of life. The students will present their findings to a non-profit organization, Making A Perfect Society (MAPS). Their findings and recommendations will be used by MAPS to help determine the need for cultural improvements for that region.	
Subject Area	
Grade 8 World Connections	
Grade Level	
8 th grade	
Approximate Time Needed	
Six weeks	
Targeted Virginia Standards and Benchmarks	
Social Sciences:	
Grade 8	
WG.4: The student will locate and analyze physical, economic, and cultural characteristics of Africa	
WG.8: The student will distinguish between developed and developing countries and relate the level of economic activity to the standard of living and quality of life	
WG.12b: The student will apply geography to interpret the past, understand the present, and plan for the future by relating current events to the physical and human characteristics of places and regions	
Student Objectives/Learning Outcomes	

Curriculum-Framing Questions

	Essential Question	Why is geography important?
<p>Students will be able to:</p> <p>Understand the responsibilities of citizens of the world and how they are met</p> <ul style="list-style-type: none">• Understand the purpose and function of international humanitarian agencies and special interest advocacy groups and how they interact with people of all nations• Understand how people make decisions by analyzing economic conditions and changes• Analyze and evaluate the impact of economic, cultural, or environmental factors on a region• Understand the causes, characteristics, influence, and impact of political, economic, and social developments• Research and explain events, issues, problems, and physical features and how they impact the quality of life in a region		
	Unit Questions	How does where people live impact how they live? What are the key obstacles affecting the development of Africa? What suggestions can be offered to improve the future of life in Africa?
	Content Questions	What physical characteristics describe your region? How does the demographics of your region influence the standard of living? What physical and cultural resources influence the development of the region? Which past or current issues in your region affect the global community?
Assessment Timeline		

Before project work begins		Students work on projects and complete tasks		After project work is completed	
Study of humanitarian and international agencies		Blog Moodle Project checkpoints (Rubric)	Presentation outline	Unit test K-W-L-H	
Pre-survey (paper or online)		Weekly Postcards	Compose persuasive script for MAPS recommendation	Post Survey	
map skills		Research regional topics			
basic continent locations		Regional Photostory			
basic terminology					
K-W-L-H					

Assessment Summary

Students will take an online survey to determine their prior knowledge and to help them think about what they need to learn during the unit. Informally assess students through questioning and reviewing reflections in student blogs. Read entries periodically to check for student understanding and redirect teaching as needed. Ask students to complete the project checklist to help them plan and monitor their work on the projects. Have regional teams meet weekly to share their processes, give and receive peer feedback, revise products, and offer suggestions. Ask students to use the group process rubric and presentation rubric to help guide their work and suggestions. Rotate through groups as they work each day to observe how progress is going, see what questions students might have, and find out what additional support students might need. Assess the region members as a group using the presentation rubric. At the end of the unit, ask students to complete the pre-survey again and discuss what they learned. A unit test will conclude the project.

Prerequisite Skills

Basic computer literacy, including use of Internet
 Ability to research and synthesize information
 Ability to create effective presentation

Instructional Procedures

Africa – Change in a Community

I. Week One – Week Four

A. Teacher

- a. Lecture - presentations
- b. Video
- c. Maps
- d. Pre-survey
- e. Assign regions (N. Africa, W. Africa, E. Africa, C. Africa, S. Africa)
- f. Assign groups (geographer, demographer, health official, travel agent, reporter)

B. Student

- a. Pre-survey
- b. Blogs (1 -2 per week)
- c. Postcard from assigned perspective (end of week)

C. Breakout sessions

- a. Research
- b. Planning for photo story (by topic for that week)

D. Assessment

- a. Quizzes
- b. Map Test
- c. Rubrics

II. Week Five and Six

- A. Photo story compilation by groups (including script with appeal to MAPS)
- B. Compose handouts for presentations
- C. Presentation
- D. Post survey (KWLH)
- E. Unit Test

Accommodations for Differentiated Instruction		
	Special Needs Students	Select Internet sites and other research materials appropriate to their abilities Set specific dates at the beginning of the project for each component to assist the student with organization issues Use of computer labs to provide access to individual computers Assign student teams so the student with special needs works with a helpful partner Allow extra work completion time if needs
	Nonnative Speakers	Provide suggested resources that are at an appropriate reading level Allow students to work with other bilingual students Use of computer labs to provide access to individual computers
	Gifted/ Talented Students	Provide open-ended assignments Emphasize group learning skills and development Focus on problem solving skills and creative aspects Focus on inductive and deductive reasoning
Technology – Hardware (Click boxes of all equipment needed)		

Computer(s) Digital Camera Internet Connection	Printer Projection System Scanner	Video Camera
Technology – Software (Click boxes of all software needed.)		
Database/Spreadsheet Photostory PowerPoint	Image Processing Internet Web Browser Multimedia	Web Page Development (Gifted) Word Processing Other

Printed Materials	Textbook: Library resources
Supplies	CD's, flashdrives,
Internet Resources	Wiki, United Streaming, various websites, Gapminder.org, Google Earth, Google Maps, CIA World Factbook
Other Resources	Available guest speakers

Copyright © 2007, Intel Corporation. All rights reserved. Intel, the Intel logo, Intel Education Initiative, and Intel Teach Program are trademarks of Intel Corporation in the U.S. and other countries. *Other names and brands may be claimed as the property of others.